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ABSTRACT

This study explored the relationships between alumni participation in university alumni events, past university experiences (motivation), and financial contributions (alumni giving). The university studied is a small private level 5 university with an enrollment in 1991 of 1,200 and 2,000 in 1999, and researchers studied undergraduates who graduated between 1991 and 1999. The instrument was the American College Testing Program (ACT) Alumni Outcomes Survey. It was hypothesized that participation in alumni programming and financial giving are significantly related, and the study finds strong support for this hypothesis. The fact that propensity to give is tied to alumni participation creates a complex mix for alumni and development professionals and suggests that offices of institutional advancement must plan programs strategically to satisfy alumni on many fronts. (Contains 6 tables and 14 references.) (SLD)

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THE RELATIONSHIPS BETWEEN ALUMNI PARTICIPATION AND MOTIVATION ON FINANCIAL GIVING

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Purpose of the Study

The purpose of this study was to explore the relationships between alumni participation in university alumni events, past university experiences (motivation), and financial contributions (alumni giving). The university being investigated is a small private level V university. The researchers investigated undergraduate alumni whom graduated from1991-1999.

An analysis of alumni data is important to improve institutional effectiveness. McKee (1975), in a study of the Indiana Alumni Association, examined factors of alumni participation which are very closely tied to this private Level V university position as it stands today. McKee's assumptions were the following: 1) alumni are sources of needed moral and financial support; 2) knowledge of characteristics and opinions of any constituency is imperative to effective communication and programming; and 3) limited data about the alumni association are available. The outcomes of this study were presented to the university for purposes of strengthening educational and residential programming.

Theoretical Framework

Donor Motivation

Volkwein and Parmley (1999) developed, through the State University of New York at Albany, a theoretical model of gift-giving behavior to identify characteristics of, and experiences strongly associated with alumni donor behavior. The data to test this model was gathered from a 1998 alumni survey. (Volwein and Parmley, 1999). Volkwein and Parmley (1999), in a review of previous literature, acknowledge that donor

behavior involves two related attributes: 1) motivation and 2) capacity. Motivation includes emotional attachment to one's alma mater, memories of positive college experiences, and concern for the future well being of the university. Capacity refers to the amount an alumnus is willing to give according to their financial status. This paper investigated the motivation attribute of alumni.

Student Persistence Theory

Tinto's (1993) model of student persistence is one of the most consistently cited theories in outcome assessment for higher education. The linkage of Astin's theory of involvement can be addressed through Tinto's belief that involvement is crucial to students' process of persistence (Milem and Berger, 1997). According to Tinto (1993), the college involvement process (integration into the social and academic system) occurs when students successfully navigate the stages of separation, transition, and incorporation. Separation involves students' ability to disassociate themselves, to some degree, from the norms of past communities including families, high school friends, and other local ties (Milem and Berger, 1997). Transition involves a successful separation, with the exception that the students have yet to adopt the norms of the new environment. Incorporation involves the adoption of the norms in the new environment (Milem and Berger, 1997). This process of integration is extremely important if students are to have school experiences that are positive (Tinto, 1993).

Tinto (1993), as cited by Ikenberry (1999), believes that their educational intentions as well as their commitment towards their degree determine students' academic success. Tinto defines "educational intentions" as both the level and type of education and occupation desired by the individual, and "commitments" as indicating the

degree to which individuals are committed both to the attainment of those goals (goal attainment) and to the institution into which they gain entry (institutional commitment). These are what Ikenberry (1999) calls internal factors, which drive students to complete their degrees.

After college, these experiences play a significant role on student and or alumnus institutional commitment. Students begin college with varying intentions and educational and institutional commitments. Once in college, the formal and informal interactions that students encounter, in both academic and social integration, play a significant role in their commitment after graduation. Commitments will change over time as the alumni interact with the institution. A lack of interaction will also have an effect on institutional commitment. As in the case of students, not all interactions are positive. Alumni who have had a negative interaction, such as a bad alumni event or lack of a thank you letter for a financial gift, will reevaluate their commitment to an institution. This parallels Tinto's theory of institutional persistence in terms of student interactions (Ikenberry, 1999).

Hypotheses

Hypothesis One:

Alumni who participate in alumni programming events have significantly more positive perceptions of institutional qualities than those who do not participate in alumni programming.

Hypothesis Two:

Alumni who financially contribute to the institution have significantly more positive perceptions of institutional qualities than those who do not financially contribute to the institution.

Summary of Procedures

Participants

Graduates of a private Level V university presently composed of 2,000 students were examined. Enrollment in 1991 was 1200 students and thus the university is growing. Today, the university offers associate, baccalaureate, masters and doctoral degree programs. Approximately 1,300 are full-time traditional college students (18-24 years of age).

Instrument

The instrument used for this study was the ACT Alumni Outcomes Survey. The survey shows the employment history and the impact of educational programs and experiences from the perspective of the alumni (ACT Survey Services 1999-2000). This tool was developed to assist educational institutions and agencies in investigating the opinions, attitudes, goals, and impressions of their educational programs , and self-study (ACT Survey Services 1999-2000).

The survey demonstrates employment history and impact of educational programs and experiences from the perspective of alumni. The instrument has six sections. Section One has fifteen questions that address background information. Section Two has

eighteen questions and examines employment history and experiences. Section Three has nineteen questions and examines educational outcomes. Section Four has a total of forty-five questions and examines educational experiences. Section Five has eleven questions and examines activities and organizations. Section Six is comprised of additional questions added to the survey that specifically address the needs of the institution being examined.

Summary of Results

Design

This descriptive study had an ex-post facto design to identify functional and causal relationships between the variables. A descriptive research design was used to describe alumni perceptions of institutional effectiveness qualities, the academic and professional qualities of alumni, and the level of participation in alumni programming and alumni giving. An assessment of the attitudes, opinions, demographic information, conditions, and procedures was conducted. Data was collected through a questionnaire. The researcher has no control over what is, and can only measure what already exists (Gay, 1996).

Causal comparative research is sometimes treated as a type of descriptive research since it too describes conditions that already exist (Gay, 1996). The difference is that causal comparative studies attempt to determine reasons, or causes for the current status of the phenomena under study. In this case, perceived institutional qualities and alumni qualities that occurred in the past, during the educational experience, were viewed as independent variables (causal variables). The effects of these independent variables on the dependent variables which are participation in alumni programming and alumni

giving, were the phenomena under study in this causal comparative design. The causal-comparative design is the framework used to test the hypotheses.

Hypotheses Testing

To test hypothesis one as to whether alumni who participate in alumni programming have significantly more positive perceptions of institutional qualities than those who do not participate in alumni programming, independent t-tests were used to compare the groups on mean subscore results for scaled items. An independent t-value with a probability level equal or less than .05 was needed to support this hypothesis. Due to the nature of the sub-score components of the ACT Alumni Outcomes Instrument, multiple statistical tests were performed to test the hypothesis.

Hypothesis One

Institutional effectiveness qualities were identified as educational outcomes and educational experiences, and were measured by various components of the ACT Alumni Survey. Ratings for each subscale item and average ratings for each subscale section of the ACT Alumni survey were reported in presentation of findings for the research questions. To test hypothesis one, a one-tailed independent t-test was performed on the average ratings for each educational outcome and educational experience subscale, since the nature of the relationship is projected. Individual items within each subscale are also reported.

Hypothesis One: Educational Outcomes and Participation in Alumni Programming. Significant findings are reported in Table 1. Nine of nineteen individual

items of *the Impact of School Experiences on Abilities and Skills* scale were significantly higher for those who participate in alumni programming. The average of all items on the *"Impact of School Experience on Abilities and Skills"* scale resulted in participants in alumni programming scoring significantly higher than non-participants (adjusted t=2.059, p=.021). This supports hypothesis one with respect to educational outcomes.

Table 1

Hypothesis One: Educational Outcomes of Abilities and Skills (Institutional Effectiveness Indicators): Comparison According to Alumni Who Participate or Do Not Participate in Alumni Programming Events

Variable Institutional Effectiveness Indicators	Total Group (n=133) Mean	Non-Participants in Alumni Programming (n=60) Mean	Participants in Alumni Programming (n=73) Mean	Independent (one-tailed) t-test (t_{adj})= adjusted t	p-Value
Thinking objectively about beliefs, attitudes and values	3.09	2.98	3.21	1.738	.042*
Making and exercising a life-long commitment to learning	3.06	2.93	3.20	1.867	.032*
Appreciating and exercising my rights, responsibilities, and privileges as a citizen	2.79	2.55	3.03	$1.751t_{adj}$	.041*
Accessing and using a variety of information resources	3.15	3.03	3.28	1.752	.041*
Getting along with people from various cultures, races, backgrounds, etc	3.13	3.18	3.08	1.682	.047*
Developing and using effective leadership skills	3.03	2.88	3.19	2.073	.020*
Understanding and appreciating cultural and ethnic differences between people	3.18	3.05	3.32	1.859	.032*
Recognizing and using effective written communication skills	3.18	3.05	3.32	$1.922t_{adj}$	.029*
Working cooperatively in groups; working as a team member	3.28	3.16	3.41	1.691	.046*
Impact of School Experience on Abilities and Skills: Average of All Items	3.01	2.90	3.12	$2.059t_{adj}$	.021*

* $p < .05$

Hypothesis One: Educational Experiences and Participation in Alumni Programming. Educational experiences were measured by four subscales on the ACT

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Alumni Survey. Significant findings were reported in Table 2. Four of nine items on the *Overall Experiences* 5-point Polar rating subscale, were significantly higher for those who participate in alumni programming; and, the average of all items on this subscale resulted in participants in alumni programming scoring significantly higher than non-participants (adjusted t=2.365, p=.010).

Seven of thirteen items on the *University Characteristics* 5-point satisfaction subscale, were significantly higher for those who participate in alumni programming; and, the average of all items on this subscale resulted in participants in alumni programming scoring significantly higher than non-participants (adjusted t=2.602, p=.005).

Two of eleven items on the *Program, Faculty, Environment, Operations and Safety, Responsiveness* 5-Point Likert subscale, were significantly higher for those who participate in alumni programming; and, the average of all items on this subscale resulted in participants in alumni programming scoring significantly higher than non-participants (t=1.901, p=.030).

Six of nine items on the *Student Services/Programs* 5-Point satisfaction subscale, were significantly higher for those who participate in alumni programming; and, the average of all items on this subscale resulted in participants in alumni programming scoring significantly higher than non-participants (adjusted t=1.901, p=.006).

The average of all items on each of the four subscales to measure educational experiences resulted in participants scoring significantly higher than non-participants. These findings support hypothesis one.

Table 2

Hypothesis One: Educational Experiences (Institutional Effectiveness Indicators): Comparison According to Alumni Who Participate or Do Not Participate in Alumni Programming Events

Overall Educational Experiences

Variable Institutional Effectiveness Indicators	Total Group (n=133) Mean	Non-Participants in Alumni Programming (n=60) Mean	Participants in Alumni Programming (n=73) Mean	Independent (one-tailed) t-test (t_{adj})= adjusted t	p-Value
Sense of belonging (Weak-Strong)	3.61	3.42	3.80	1.887 t_{adj}	.031*
Cultural/ethnic diversity in students (Few-Much)	4.23	4.05	4.42	2.032	.022*
Computer system, services, equipment, labs, etc. (Limited-Extensive)	3.30	3.05	3.56	2.598 t_{adj}	.005*
Cultural/Fine Arts/Speakers (Few-to Many)	3.21	3.01	3.41	2.096	.019*
Overall Educational Experiences: Average of All Items	3.70	3.56	3.84	2.365 t_{adj}	.010*

*p<.05

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Table 2.1

Satisfaction with University Characteristics

Variable Institutional Effectiveness Indicators	Total Group (n=133) Mean	Non-Participants in Alumni Program-ming (n=60) Mean	Participants in Alumni Programming (n=73) Mean	Independent (one-tailed) t-test (t_{adj})= adjusted t	p-Value
Variety of instructional approaches used in the classroom	3.89	3.71	4.08	2.196 t_{adj}	.015*
Variety of courses offered	3.77	3.60	3.95	1.949 t_{adj}	.027*
Preparation for further academic study	3.59	3.31	3.87	3.010 t_{adj}	.002*
Overall quality of instruction	3.95	3.68	4.23	3.186 t_{adj}	.001*
Concern for me as an individual	3.98	3.83	4.13	1.784	.038*
Multicultural content of courses	3.89	3.73	4.06	2.252 t_{adj}	.013*
Quality of the program in my major/field	3.90	3.65	4.16	2.471 t_{adj}	.008*
Satisfaction with University Characteristics: Average of All Items	3.91	3.76	4.07	2.602 t_{adj}	.005*

*p<.05

Table 2.2

Program, Faculty and the Environment of the University

Variable Institutional Effectiveness Indicators	Total Group (n=133) Mean	Non-Participants in Alumni Programming (n=60) Mean	Participants in Alumni Programming (n=73) Mean	Independent (one-tailed) t-test (t_{adj})= adjusted t	p-Value
The General Education or core requirements were a valuable component of my education.	3.81	3.50	4.12	-3.762 t_{adj}	.000*
Academic success was encouraged and supported at this school	3.99	3.78	4.20	2.383 t_{adj}	.010*

*p<.05

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Table 2.3

Student Services and Programs

Variable Institutional Effectiveness Indicators	Total Group (n=133) Mean	Non-Participants in Alumni Program-ming (n=60) Mean	Participants in Alumni Program-ming (n=73) Mean	Indepen-dent (one-tailed) t-test (t_{adj})= adjusted t	p-Value
Academic advising	3.82	3.55	4.10	2.737 t_{adj}	.004*
Registration procedures	3.93	3.78	4.08	1.742 t_{adj}	.042*
Personal counseling services	3.54	3.38	3.71	1.887	.032*
Health/wellness programs/services	3.53	3.40	3.67	1.743	.042*
Orientation to and instruction in use of campus computer system	3.29	3.03	3.56	3.021	.002*
Career Planning and placement services	3.13	2.91	3.35	2.066	.021*
Satisfaction with Student Services: Average of All Items	3.38	3.39	3.37	2.597 t_{adj}	.006*

*p<.05

Hypothesis Two

Alumni who financially contribute to the institution have significantly more positive perceptions of institutional qualities than those alumni who do not financially contribute to the institution.

Educational Outcomes in Financial Giving. Institutional effectiveness qualities were identified as educational outcomes and educational experiences, and were measured by various components of the ACT Alumni Survey. Ratings for each subscale item and average ratings for each subscale section of the ACT Alumni survey are reported in presentation of findings for hypothesis two. To test hypothesis two, a one-tailed

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independent t-test was performed on the average ratings for each educational outcome and educational experience subscale, since the nature of the relationship is projected. Individual items within each subscale are also reported.

Hypothesis Two: Educational Outcomes and Financial Giving. Significant findings are reported in Table 3. Nine of nineteen individual items of the *Impact of School Experiences on Abilities and Skills* scale were significantly higher for those who contribute financially. The average of all items on *the "Impact of School Experience on Abilities and Skills"* scale did result in financial contributors scoring significantly higher than non-contributors (adjusted $t=1.633$, $p=.05$). This supports hypothesis two with respect to educational outcomes.

Table 3

Hypothesis Two: Educational Outcomes of Abilities and Skills (Institutional Effectiveness Indicators): Comparison According to Alumni Who Contribute Financially or Do Not Contribute Financially

Variable Institutional Effectiveness Indicators	Total Group (n=133) Mean	Do Not Financially Contribute (n=107) Mean	Financially Contribute (n=26) Mean	Independent (2-tailed) t-test (t_{adj})= adjusted t-test	p-Value
Living my personal and professional life according to my own standard	2.03	2.80	3.26	2.462	.07•
Defining and solving problems	3.13	3.00	3.26	1.605	.05•
Appreciating and exercising my rights, responsibilities, and privileges as a citizen	2.87	2.60	3.15	2.623	.05•
Recognizing and using effective verbal communication skills	3.29	3.13	3.46	1.860	.03•
Developing and using effective leadership skills	3.16	2.98	3.34	1.951	.02•
Understanding the interaction of human beings and the environment	2.84	2.61	3.07	2.555	.007•
Recognizing and using effective written communication skills	3.30	3.14	3.46	1.842	.03•
Understanding and appreciating art, music, literature, etc.	2.73	2.58	2.88	1.826	.03•
Getting along with people whose attitudes and opinions are different from mine	3.14	2.98	3.30	1.748•	.04•
Impact of School Experience on Abilities and Skills: Average of All Items	3.08	2.98	3.19	1.599	.05•

•$p<.05$

Hypothesis Two: Educational Experiences and Financial Giving. Four subscales on the ACT Alumni Survey measured educational experiences. Significant findings are reported in Table 4. Four of nine items on the *Overall Experiences* 5-point Polar

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rating subscale, were significantly higher for those who contribute financially; and, the average of all items on this subscale resulted in financial contributors scoring significantly higher than those do not contribute financially (adjusted t=1.976, p=.02.)

Table 4

Hypothesis Two: Overall Educational Experiences (Institutional Effectiveness Indicators): Comparison of According to Alumni Who Do and Do Not Financially Contribute

Variable Institutional Effectiveness Indicators	Total Group (n=133) Mean	Do Not Financially Contribute (n=107) Mean	Financially Contribute (n=26) Mean	Independent (2-tailed) t-test (t_{adj})= adjusted t-test	p-Value
Cost of attendance (Low -High)	4.15	4.39	3.92	2.097	.01*
Opportunity for student involvement in campus activities (Weak-Strong)	3.74	3.53	3.96	$2.029t_{adj}$	.02*
Cultural/ethnic diversity in student body (Few-Much)	4.51	4.41	4.61	$2.267t_{adj}$	.004*
Cultural/Fine Arts/Speaker Programs (Few to Many)	3.50	3.05	3.96	3.997	.000*
Overall Educational Experiences: Average of All Items	3.80	3.66	3.94	1.976	.02*

*p<.05

Six of thirteen items on the *University Characteristics* 5-point satisfaction subscale, were significantly higher for those who contribute financially; and, the average of all items on this subscale resulted in financial contributors scoring significantly higher than non-contributors (adjusted t=2.270, p=.01). Significant findings are reported in Table 5.

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Table 5

Hypothesis Two: Educational Experiences Related to Level of Satisfaction with University Characteristics (Institutional Effectiveness Indicators): Comparison According to Alumni Who Do and Do Not Financially Contribute

Variable Institutional Effectiveness Indicators	Total Group (n=133) Mean	Do Not Financially Contribute (n=107) Mean	Financially Contribute (n=26) Mean	Independent (2-tailed) t-test (t_{adj})= adjusted t-test	p-Value
Variety of instructional approaches used in the classroom	4.06	3.82	4.30	2.454	.007*
Variety of courses offered	4.00	3.66	4.34	$3.067t_{adj}$	.001*
Preparation for further academic study	3.85	3.47	4.23	3.067	.000*
College response to older non-traditional students	3.88	3.69	4.07	1.666	.04*
Multicultural content of courses	4.03	3.84	4.23	2.139	.01*
Campus acceptance of individuals regardless of their sexual orientation	4.00	3.81	4.19	1.781	.03*
Level of Satisfaction with University Characteristics: Average of All Items	4.03	3.87	4.19	2.270	.01*

*$p<.05$

One of eleven items on the Program, Faculty, Environment, Operations, and Safety Responsiveness 5-Point Likert subscale, were significantly higher for those who contributed financially. The average of all items on this subscale resulted in financial contributors not scoring significantly higher than non-contributors. Significant results are reported in Table 6.

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Table 6

Hypothesis Two: Educational Experiences Related to Program, Faculty, Environment, Operations and Safety Responsiveness (Institutional Effectiveness Indicators): Comparison of Institutional Effectiveness Indicators (Educational Experiences) According to Alumni Who Do or Do Not Financially Contribute

Variable Institutional Effectiveness Indicators	Total Group (n=133) Mean	Do Not Financially Contribute (n=107) Mean	Financially Contribute (n=26) Mean	Independent (2-tailed) t-test (t_{adj})= adjusted t-test	p-Value
I encountered few course scheduling or course availability problems.	3.94	3.74	4.15	$1.787t_{adj}$	.03*
Program, Faculty, Environment, Operations, Safety, Responsiveness: Average of All Items	3.84	3.82	3.87	.410	NS

*p<.05

Two of nine items on the *Student Services/Programs* 5-Point satisfaction subscale, were significantly higher for those who contribute financially; and, the average of all items on this subscale resulted in financial contributors scoring significantly higher than non-contributors (adjusted t=1.631, p=.05). Significant findings are reported in Table 7. The findings support hypothesis two.

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Table 7

Hypothesis Two: Educational Experiences Related to Satisfaction with Student Services (Institutional Effectiveness Indicators): Comparison of Institutional Effectiveness Indicators (Educational Experiences) According to Alumni Who Do or Do Not Financially Contribute

Variable Institutional Effectiveness Indicators	Total Group (n=133) Mean	Do Not Financially Contribute (n=107) Mean	Financially Contribute (n=26) Mean	Independent (2-tailed) t-test (t_{adj})= adjusted t-test	p-Value
Personal counseling services	3.69	3.47	3.92	2.045	.02*
Orientation to and instruction in use of campus computer system	3.43	3.25	3.61	1.616	.05*
Satisfaction with Student Services: Average of All Items	3.66	3.53	3.80	1.631	.05*

*p<.05

Summary of the Findings and Implications for Theory

Educational Outcomes and School Experiences and their Relationship to Alumni Participation and Financial Giving.

Educational experiences have a positive impact on one's propensity to participate in programming and to contribute financially after graduation. Tinto (1997) stressed the value of the educational experience in and out of the classroom. Significant results were found in relation to out of the classroom activities that support the educational process. Cultural and ethnic diversity, orientation to the computer systems, cultural/fine arts, and speaker programs all have a significant impact on one's propensity to participate in alumni programming. It is extremely important to note that a sense of belonging created a strong trend toward motivation to participate. "Students learn by becoming involved (Astin, 1985, p.133)." Astin describes involvement as the amount of physical and psychological energy that a student applies toward his or her educational experience.

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Consistent with McKee (1975), one of the strongest themes that emerged was ownership or the need for students to feel a part of the college community (Utter, Noble, and Brady, 1999). Students who felt a lack of ownership consistently reported that the preoccupation of the administration with excessive rules on both students and alumni demonstrated a lack of respect for the student body (Utter, Noble, and Brady, 1999).

Level of satisfaction was measured in relation to alumni participation and financial giving in relation to university characteristics. The present study lends great support to Astin's research in the area of student satisfaction. Alumni perceptions are influenced by how satisfying their experience is in and out of the classroom. Educational value holds considerable weight in student satisfaction. Perception of instructional approaches in the classroom, variety of courses offered, overall quality of instruction, multicultural content, and quality of the programs within a students major are important links to satisfaction with the institution. Value and satisfaction are of great concern to generation-*Y*. A search for value in their purchases is a high priority for students (Utter, Noble, & Brady, 1999).

Students' expectations toward improved services have forced colleges to examine the level of satisfaction on college campuses (Hundrieser, 1999). Just as students who are dissatisfied with their college experience leave their institution, college alumni who are dissatisfied with their school experience do not return to participate in alumni programming or give financially. Alumni institutional commitment is highly impacted when the overall perception of an institution is weak. Alumni were affected by their college experience just as research suggests regarding the retention of students. Alumni

participation and financial giving were positively affected by one's satisfaction of the school experience.

Loyalty can be a function of how well the alumnus perceives preparation for the professional world. If alumni have an attitude of agreement with the current operations of the college, they would be more likely to contribute financially. This would suggest that contact with alumni is vital as the institution progresses. If alumni perceive that they are important to the college, attitudes might change, opening the doors for involvement. Changing a negative opinion of an alumnus is extremely difficult once they have graduated.

Academic qualities associated with both alumni giving and participation in activities were affected significantly in the current investigation. Alumni are more likely to contribute financially as the result of a strong academic program. Tinto (1993+) found that students' dissatisfaction is closely linked to the quality of academic programming. Tinto examined the issue of student persistence and/or retention. Many students who stay and graduate often have the same disconnection to the institution but remain there do to other obligations (i.e. financial, programmatic, etc.).

Summary: Relationship Between Alumni Participation and Financial Giving. It was hypothesized that participation in alumni programming and financial giving are significantly related (not independent). The current investigation found strong support for this hypothesis. One's propensity to give financially being tied to alumni participation creates a complex mix for alumni and development professionals. This suggests that, more than ever, offices of institutional advancement must strategically plan their programming to satisfy alumni on many fronts. It strengthens the notion that

development of funding for the college must be closely tied to developing relationships. While this notion is simple, it is not the common practice in the development profession. Often professionals strategize and look for a quick gift and ignore the building and sustaining of relationships (Joyaux, 1997).

Implications for Practice

The findings in this study have several implications for the university being investigated. The findings indicate that alumni who were not socially involved as students are likely not to be involved after graduation. Administrators need to reconsider the level of concern that students have for both educational outcomes and school experiences. The twenty-first century evolved and while there was, and still is, a shortage in resources, the expectations of students and their families continues to rise. David Ward (2000) examines the revival of the nineties in an essay titled *Catching The Waves of Change in American Higher Education.* Ward responds to the critics who argue that institutions of higher education have failed to meet the needs of students. Ward claims that the response of higher education institutions to the changing times has been underestimated. Universities began to turn considerable research capabilities inward. They developed student surveys, probed attitudes of the students, and sought feedback via focus groups. Examining how to govern these institutions, they involved faculty in the governance process. These institutions inevitably increased their ability to provide an education filled with rich learning experiences, involving undergraduates in research, and used technology appropriately. The great dilemma is what the results of this study reveal, expectations of students and parents are higher. "The silence has been

deafening (Ward, p. 4)." The accomplishments in higher education were great but not enough.

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